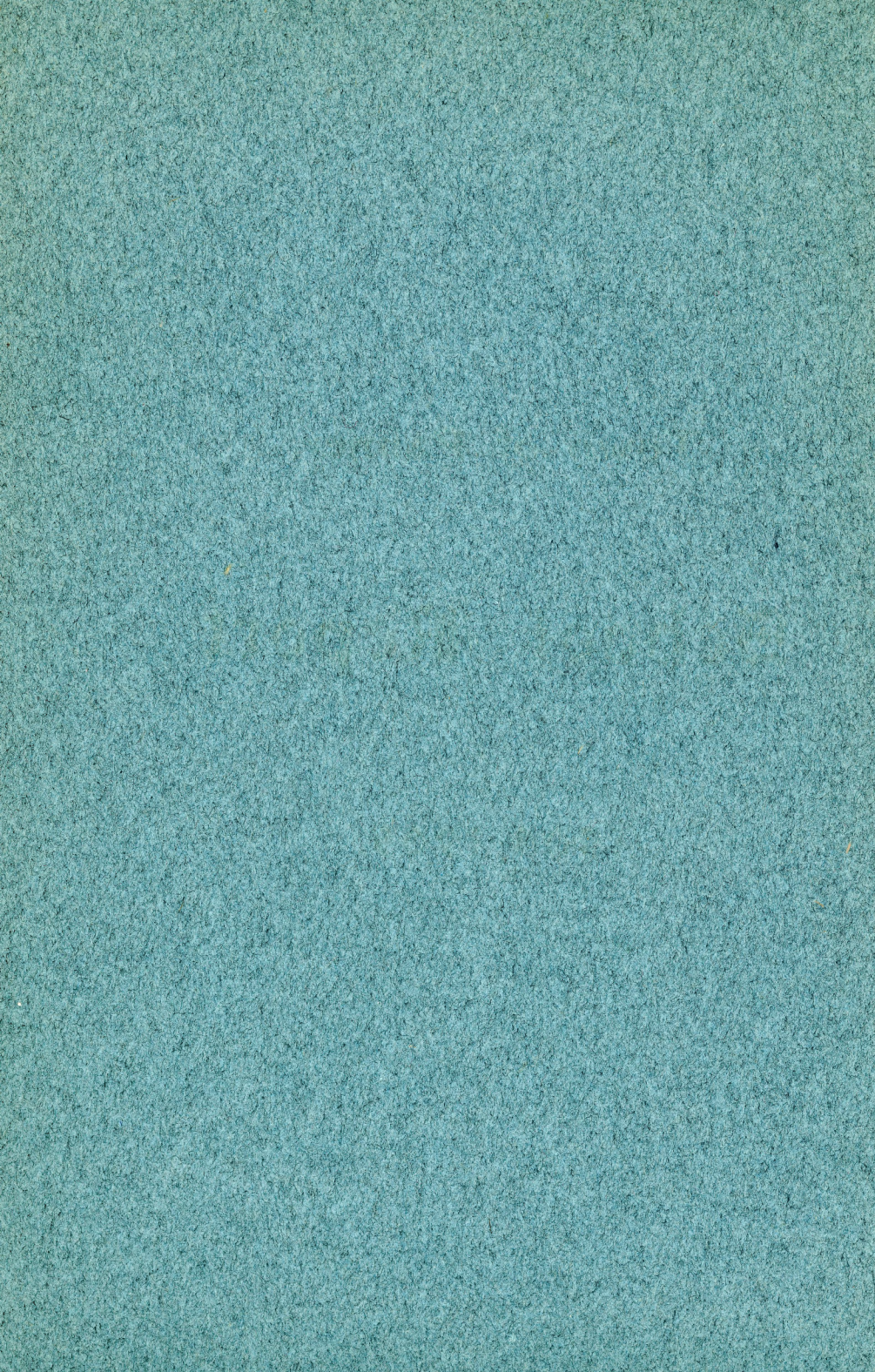


School Report

Palmer Massachusetts

1904--1905



Town of Palmer.

School Report

1904-1905.

School Committee, 1904--1905.

WILLIAM H. NORTON, Chairman.

ROBERT J. FULLER, Secretary.

GEORGE D. MOOERS,	Term expires	1905
HENRY G. LOOMIS,	" "	1905
ROSCIUS C. NEWELL,	" "	1906
DR. D. B. SULLIVAN,	" "	1906
WILLIAM H. NORTON,	" "	1907
WILLIAM E. McDONALD,	" "	1907

Regular meeting of the School Committee at 7.45 p. m. on the Tuesday before the last Friday of each school month.

All bills must be in the hands of the Superintendent on or before the above day.

Superintendent of Schools, ROBERT J. FULLER.

OFFICE, High School Building. Telephone, 35-4.

OFFICE HOURS: — 8 to 8.45 a. m. Mondays, Wednesdays and Fridays; 4 to 5 p. m. Tuesdays and Thursdays; 7 to 8 p. m. Tuesdays.

TRUANT OFFICERS.

JOHN P. EASTMAN,
H. T. BISHOP,
WILLIAM PRAIRIE,
C. E. FULLER,

Depot
Thorndike
Three Rivers
Bondsville

JANITORS.

H. L. GRAY,
H. S. HOBSON,
H. T. BISHOP,
WILLIAM PRAIRIE,
C. E. FULLER,

High School
Depot
Thorndike
Three Rivers
Bondsville

Calendar.

SCHOOL YEAR, 1905-6.

HIGH SCHOOL.

Winter term began January 2, 1905 ; ends March 24, 1905.

Spring term begins April 3, 1905 ; ends June 23, 1905.

Fall term begins September 5, 1905 ; ends December 22, 1905.

Winter term begins January 1, 1906 ; ends March 23, 1906.

Spring term begins April 2, 1906 ; ends June 22, 1906.

OTHER SCHOOLS.

Winter term began January 2, 1905 ; ends March 24, 1905.

Spring term begins April 3, 1905 ; ends June 16, 1905.

Fall term begins September 5, 1905 ; ends December 15, 1905.

Winter term begins January 1, 1906 ; ends March 23, 1906.

Spring term begins April 2, 1906 ; ends June 15, 1906.

Report of the School Committee.

To the Citizens of Palmer :

In compliance with the statutes of the Commonwealth, the School Committee submits its annual report for the year ending March first, 1905. For the details of the needs of the schools as well as for the statistics, we refer you to the report of the Superintendent of Schools.

Teachers. Early in the school year it became necessary to choose a new superintendent. After having received and considered many applications, Mr. Robert J. Fuller was unanimously elected Superintendent of our schools. There have been a great number of changes in our teaching force. While it may be possible to replace those who leave us, frequent changes not only hinder the progress of the pupils immediately concerned, but seriously interfere with the work of the whole school system. On the other hand, it is not a part of wisdom to retain inefficient teachers. That the services of our teachers are secured by towns paying larger salaries than it has been possible for us to pay, indicates, in a measure, the standing of our schools.

Salaries. It also indicates that our salaries are not as large as those of many towns in the state with no larger valuation than ours. In the report of the Superintendent of Schools, you will find certain other facts concerning the salaries of teachers. In accordance with these facts, and with the hope of continuing some of the teachers in our employ for a longer period, we recommend that you grant us the appropriation asked, for teachers' salaries, a portion of which may be applied for this increase.

High School Accommodations. As was anticipated in the report of the committee last year the attendance at the High School has reached such proportions that the present building is entirely inadequate to meet our present needs. At a town meeting held Jan. 30,

1905, a special committee was appointed to investigate the needs of the town in this regard and they now have the matter under advisement.

Shortage. A word of explanation regarding the shortage of our appropriations for the past fiscal year may not be out of place. A few bills remained unpaid from the preceding year. The salary list for the grade teachers, principals and janitors was slightly increased. One or two changes in text books have been made. Owing to weather conditions more fuel has been used than in some years. These items with the supplies represent the extra expenditures for the year. Suffice it to say that we have spent no more than was necessary for the efficiency of our schools.

**Mason and
Shorley Districts.** After considering the various arguments pro and con, your committee confirms the report of the Superintendent which has to deal with the Mason and Shorley schools, and will take such action as seems expedient at the beginning of the next school year.

Repairs. Buildings constantly in use require more and more attention as the years pass by, and it has again become necessary to ask for somewhat expensive repairs on the Three Rivers building, and your committee asks for \$500 for that purpose. The roof needs shingling and interior repairs are necessary. The usual amount for repairs will probably suffice for the other buildings.

Appropriations. In making up the list of appropriations your committee recommend that the unexpended balances be reappropriated for the several accounts to which they stand credited, and that the amounts received from the dog tax, tuition receipts and Merrick fund be appropriated for contingencies as formerly. We also recommend that the sum of \$26,000.00 be raised and appropriated as follows:

Salaries, teachers and superintendent,	\$17,200.00
Salaries, Janitors,	1,700.00
Fuel and Lights,	2,200.00
Text Books and Supplies,	1,400.00
Music and Drawing,	1,000.00
Transportation,	1,000.00
Repairs,	1,000.00
Contingencies,	500.00
	\$26,000.00

Signed

WILLIAM H. NORTON,
WILLIAM E. McDONALD,
HENRY G. LOOMIS,
ROSCIUS C. NEWELL,
DR. D. B. SULLIVAN,
GEORGE D. MOOERS.

Financial Statement.

TEACHERS' SALARIES.

HIGH SCHOOL.

Fred W. Cross,	\$1,360.00
Fannie H. Kingsley,	220.00
Jessie L. Hyde,	220.00
Nettie M. Sadler,	240.00
Genevra F. Clark,	360.00
Julia Davis,	330.00
Maisie B. Whiting,	270.00
Sue E. MacWilliams,	201.87
	\$3,201.87

DEPOT.

Gertrude Ball,	\$240.00
Clifton H. Hobson,	368.00
Elizabeth Ford,	150.00
Susan M. Goodwin,	230.00
Olive Ryan,	150.00
Mabel E. Ryther,	230.00
Elizabeth I. Heenehan,	380.00
Katherine E. Shea,	380.00
Sarah E. Harrison,	380.00
M. Eloise Stone,	380.00
Annie E. Tucker,	380.00
Inez Patton,	75.00
	\$3,343.00

THORNDIKE.

Clara Rowley,	\$240.00
Katherine M. Twiss,	360.00
Minnie Andrews,	380.00

Annie E. O'Connor,	\$380.00	
Lucy B. Twiss,	150.00	
Mary E. Murdock,	380.00	
Marian Sands,	230.00	
		\$2,120.00

BONDSVILLE.

Jennie C. Twiss,	\$608.00	
Annie E. Powers,	210.00	
Lucille M. Dunton,	170.00	
Cora B. Clark,	380.00	
Maude Connor,	380.00	
Helen C. Farnsworth,	380.00	
		\$2,128.00

THREE RIVERS.

Herbert H. Howes,	\$240.00	
Henry D. Furbush,	368.00	
Katharine Twiss,	150.00	
Lucy B. Twiss,	230.00	
Ellen F. Glynn,	380.00	
Jennie M. Day,	150.00	
Jennie C. Roche,	230.00	
Lula C. Vaille,	380.00	
		\$2,128.00

DISTRICTS.

Susie Goodwin, Center,	\$150.00	
May E. Mahoney, Center,	207.00	
Julia G. Daley, Wire Mill,	380.00	
Jennie Roche, Forest Lake,	121.88	
Jennie M. Day, Forest Lake,	207.00	
May E. Mahoney, Mason,	121.88	
Gertrude Marson,	184.00	
Marie Prindiville, Shorley,	313.26	
Helen L. Robinson, substitute,	4.00	
		\$1,689.02

SUPERINTENDENT.

Harold M. Dean,	\$1,020.00	
Robert J. Fuller,	888.85	
		\$1,908.85

DRAWING AND MUSIC.

Grace E. Hackett,	\$192.00	
Harriet Smith,	130.50	
Florence Tarbell,	100.85	
Joana V. Cantwell,	400.00	
E. E. Babb & Co.,	109.31	
J. L. Hammett & Co.,	15.21	
Ginn & Co.,	41.68	
Charles C. Lowell,	4.40	
C. L. Johnson,	.80	
	— — —	\$994.75

JANITORS.

H. L. Gray,	\$275.00	
H. S. Hobson,	440.00	
C. E. Fuller,	308.00	
William Prairie,	275.00	
H. T. Bishop,	308.00	
Rufus Bacon,	15.00	
Louis Wheeler,	5.00	
John Johnson,	5.00	
Mrs. Sullivan,	10.00	
Jennie M. Day,	11.00	
Denis Mahoney,	15.00	
Thorwold Johnson,	12.00	
Mrs. Emily Brouillette,	17.00	
	— — —	\$1,696.00

INSURANCE.

W. W. Leach & Co.,	\$30.00	
S. H. Hellyar,	30.00	
	— — —	\$60.00

TEXT BOOKS AND SUPPLIES.

Silver, Burdette & Co.,	\$50.69	
J. L. Hammett & Co.,	28.10	
Atkinson & Mentzer,	21.40	
Kenney Bros. & Wolkins,	147.77	
C. C. Lowell,	.75	
S. S. Packard,	4.80	
Benj. Sanborn Co.,	13.44	

D. A. McKinley & Co.,	\$ 10.80	
Educational Publishing Co.,	15.35	
C. L. Johnson & Co.,	10.05	
American Writing Paper Co.,	8.16	
D. L. Bodfish,	1.44	
Masury Young & Co.,	9.50	
Julia Davis,	.40	
J. M. Olcott & Co.,	5.00	
Forbes & Wallace,	3.00	
American Book Co.,	120.16	
Milton Bradley Co.,	10.10	
E. E. Babb & Co.,	441.35	
D. C. Heath & Co.,	275.52	
Thompson, Brown & Co.,	7.00	
Quimby Pharmacy,	6.34	
Ginn & Co.,	189.70	
C. B. Fiske & Co.,	15.75	
	-----	\$1,396.57

FUEL.

J. M. Allen,	\$ 11.50	
Central Mass. Electric Co.,	47.85	
George A. Smith,	13.50	
J. F. Holbrook & Son,	219.88	
Ham & Miller,	20.00	
F. J. Hamilton,	1,737.90	
T. D. Potter & Co.,	17.50	
Mrs. B. Kinnevan,	6.50	
Denis Mahoney,	14.25	
James H. Clark,	42.88	
W. F. Fillmore,	17.00	
	-----	\$2,148.76 .

REPAIRS.

E. Brown & Co.,	\$ 4.80	
T. D. Potter & Co.,	113.96	
F. F. Marcy,	48.77	
E. C. Sexton,	15.12	
Whitcomb & Faulkner,	6.08	
H. L. Gray,	4.50	
George A. Authier & Son,	1.20	

Walcott, Cameron Co.,	\$ 2.35
E. E. Babb & Co.,	12.69
W. M. Sullivan,	28.00
Thorndike Co.,	1.93
George D. Mooers,	2.25
Daniel Dwyer,	13.80
M. T. Sullivan,	6.00
J. W. Brainerd,	4.70
Palmer Mill,	42.42
W. H. Hitchcock,	10.98
Fuller & Warren Co.,	85.90
M. J. Dillon,	5.00
Boston Duck Co.,	1.75
Parker & Hamer Electric Co.,	25.70
Joseph Belanger,	23.00
P. S. Trumble,	6.41
	\$467.31

CONTINGENCIES.

Palmer Journal,	\$148.74
W. H. Brainerd,	2.00
Whitcomb & Faulkner,	35.60
John H. Shaw,	15.00
Palmer Co.,	10.00
Gertrude Ball,	7.80
F. W. Cross,	4.50
H. M. Dean, prepayments,	28.35
D. L. Bodfish,	1.95
H. W. McGregory,	5.70
A. H. Orcutt,	19.20
C. E. Fuller,	4.05
C. L. Johnson & Co.,	2.04
Theodore Brouillette,	2.50
Library Bureau,	9.80
Dr. J. B. Lindsey,	3.00
W. L. Shaw,	10.60
S. H. Brown,	25.57
E. S. Brooks,	8.75
M. H. Loftus,	6.75

Joseph Dionne,	\$ 6.60
E. A. Rankin,	1.25
Springfield & Eastern St. R. R.,	662.50
W. H. H. Ryder,	7.00
H. T. Bishop, labor,	7.50
C. D. Holbrook Co.,	1.00
Am. School Board Journal,	1.00
Palmer Mill,	1.67
West Disinfecting Co.,	4.70
C. S. Ruggles,	5.00
Palmer Water Company,	95.20
E. Brown Co.,	64.26
Byram Woodhead,	1.00
R. H. Smith,	2.30
Frank B. McIntire,	7.50
A. M. Bond,	25.96
H. G. Loomis,	14.75
Walker & Kelley,	2.38
Powers Regulating Co.,	3.00
The Quimby Pharmacy,	16.51
Thorndike Co.,	3.22
J. E. Post,	6.75
J. R. Milligan,	43.50
C. A. LeGro,	11.45
N. E. Telephone & Telegraph Co.,	5.94
Dr. D. B. Sullivan, freight,	.95
D. W. Fisher & Co.,	3.50
A. E. Smiley,	3.00
Geo. G. Ware,	1.20
May Wilder,	5.00
Denis Mahoney,	2.00
D. Blakeley Hoar, Treas.,	1.65
Robt. J. Fuller, prepayments,	36.36
Geo. W. Greene,	3.50
Eimer & Amend,	6.40
D. C. Heath & Co.,	30.54
John O. Hamilton,	6.00
Ginn & Co.,	47.68

Houghton, Mifflin & Co.,	\$ 31.73	
American Book Co.,	31.72	
E. E. Babb & Co.,	215.45	
Henry R. Johnson,	43.20	
J. L. Hammett Co.,	39.68	
Walcott-Cameron Co.,	11.00	
Orville Brewer Co.,	3.00	
F. J. Hamilton,	186.00	
		\$2,063.40

BALANCE ACCOUNT.

<i>Dr.</i>		<i>Cr.</i>
\$16,000.00	Salaries, superintendent and teachers,	\$16,518.74
1,000.00	“ music and drawing teachers,	994.75
1,600.00	“ janitors,	1,696.00
1,400.00	Text books and supplies,	1,396.57
1,900.00	Fuel and lights,	2,148.76
500.00	Repairs,	467.31
	{ Transportation,	
	{ Contingencies,	
3,046.56	{ Dog Tax,	2,063.40
	{ Merrick fund,	
	{ Tuition receipts, etc.,	
	{ Special Contingent Appropriation.	
60.00	Insurance,	60.00
	Balance unexpended,	161.03
\$25,506.56		\$25,506.56

Report of Superintendent of Schools.

To the School Committee of the Town of Palmer :

GENTLEMEN : — In compliance with the rules of your Board, I present herewith my first annual report as Superintendent of the Schools of Palmer, it being the twelfth of the series of reports issued by the Superintendents of the public schools of the town.

Throughout this report the year relative to attendance extends from September, 1903 to July, 1904 ; the year relative to expenditures from March 1, 1904 to March 1, 1905.

STATISTICS.

I.— POPULATION.

Census of 1900,	7,801
Estimated,	8,100
School population September 1, 1903, 5 to 15 years of age,	1,290
School population September 1, 1904, 5 to 15 years of age,	1,223

II.— PUPILS.

Number of children in town September 1, as reported by the census enumerators :

	1903	1904
Between the ages of 7 and 14,	905	1,013
Aggregate enrollment, September to June,	1,192	1,212
Average daily attendance,	901.82	964.93
Average number belonging,	978.82	1,031.64
Per cent of attendance,	92.14	93.58
Average number of pupils to each teacher,		
In High School,	21.63	26.25
In other schools,	32.	39.04

COMPARISON FOR TEN YEARS.

YEAR.	1895-6	1896-7	1897-8	1898-9	'99-'00	'00-'01	'01-'02	1902-3	1903-4	1904-5
Average Membership..	967.5	981.8	953.83	1023.20	1050.51	1075.85	1051.9	955.62	978.82	1031.64
Average Attendance..	900.7	913.6	890.64	963.94	972.41	1002.05	977.12	891.65	901.82	964.93
Percent Attendance...	93.9	93.5	92.23	93.	92.01	93.14	92.89	93.35	92.14	93.58

TABLE OF TARDINESS.

SCHOOLS.	1898-9	'99-'00	'00-'01	'01-'02	'02-'03	'03-'04	'04-'05
High School.....	140	150	237	374	254	80	68
Palmer.....	215	184	267	860	535	239	176
Three Rivers.....	87	86	93	182	54	70	36
Thorndike.....	78	37	32	33	17	3	42
Bondsville.....	56	41	128	70	24	29	28
Wire Mill.....	53	54	23	43	8	7	11
Center.....	68	145	91	109	65	30	39
Mason.....	13	25	1	0	2	3	7
Shorley.....	155	22	10	4	25	24	27
Forest Lake.....	46	8	19	29	29	50	60
	911	752	937	1,704	1,013	535	494

TABLE OF DISMISSALS.

SCHOOLS.	1901-1902		1902-1903		1903-1904		1904-1905	
	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.	Times Dis-missed.	Hours Lost.
High School.....	227	110	93	74	153	126	203	212
Palmer.....	1,158	536	738	356	452	208	602	388
Three Rivers.....	567	405	340	324	206	137	245	216
Thorndike.....	109	59	178	84	52	26	96	60
Bondsville.....	282	172	281	189	291	196	62	39
Center.....	263	67	21	14	37	24	24	9
Wire Mill.....	20	16	7	3	9	5	3	2
Shorley.....	3	3	2		18	8	13	16
Mason.....	0	0	3		2	1	4	3
Forest Lake.....	21	17	23		25	13	6	6
	2,650	1,385	1,686	1,044	1,245	744	1,258	951

ATTENDANCE BY SCHOOLS.

SCHOOLS.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Enroll- ment.
High	97.97	92.46	94.38	105
PALMER —				
Room 1	43.3	43.9	96.7	51
Room 2	38.22	36.67	95.87	60
Room 3	37.04	34.74	93.5	52
Room 4	36.89	34.41	93.18	42
Room 5	37.87	36.21	93.71	44
Room 6	39.88	36.27	90.98	46
Room 7	40.50	37.05	91.4	45
Room 8	45.15	39.26	86.95	59
THORNDIKE —				
Room 1	33.98	32.48	96.83	40
Room 2	26.39	24.82	94.05	29
Room 3	25.5	24.49	95.98	28
Room 4	30.29	28.70	94.75	37
Room 5	28.24	26.26	92.73	35
THREE RIVERS —				
Room 1	34.01	33.08	97.43	36
Room 2	28.85	28.15	97.57	32
Room 3	40.9	38.3	93.6	45
Room 4	33.31	31.09	93.	35
Room 5	32.6	29.157	89.32	38
BONDSVILLE —				
Room 1	35.56	34.28	96.41	39
Room 2	31.7	30.33	95.69	35
Room 3	43.91	42.03	95.72	49
Room 4	43.64	41.01	92.2	47
Room 5	38.60	35.03	93.6	42
DISTRICTS —				
Center	29.56	25.95	80.77	33
Wire Mill	32.85	31.1	94.72	51
Forest Lake	18.58	15.88	85.06	23
Mason	12.8	11.6	90.4	14
Shorley	11.54	10.25	88.8	15

TABLE OF COST.

	1899-1900	1900-1901	1901-1902	1902-1903	1903-1904	1904-1905
Teachers.....	\$14,026.54	\$14,488.78	\$14,039.40	\$15,398.00	\$15,905.50	\$16,518.74
Music.....	472.01	400.00	467.67	501.00	496.27	441.68
Janitors.....	1,207.00	1,301.30	1,598.70	1,485.00	1,587.22	1,696.00
Contingencies.....						
Supervision.....	{ 497.93	{ 941.96	{ 1,930.52	{ 672.39	{ 700.77	{ 2,063.40
Text books and supplies.....	1,829.16	1,477.73	1,726.36	2,438.11	1,343.68	1,396.57
Repairs.....	440.56	413.28	1,502.50	594.07	576.21	467.31
Fuel.....	1,468.82	1,869.05	1,929.88	1,950.23	2,185.10	2,148.76
Transportation.....	734.96	287.50	450.00	300.00	550.00	553.07
Drawing.....	400.00	400.00	740.87	637.28	500.00	
Extra schoolroom....	748.86					
Totals.....	\$22,265.84	\$21,579.65	\$24,385.90	\$23,976.08	\$23,844.75	\$25,345.53
Av. Membership.....	1,050.51	1,075.85	1,051.9	955.62	978.82	1,031.64
Av. Attendance.....	972.41	1,002.05	977.12	891.65	901.82	964.93
Cost per pupil, based on average membership.....	\$21.20	\$20.06	\$23.18	\$25.09	\$24.36	\$24.57
Cost per pupil, based on average attendance.....	22.90	21.54	24.96	26.88	26.44	26.26

PER CENT OF ATTENDANCE BY BUILDINGS.

Thorndike,	94.87
Bondsville,	94.72
Wire Mill,	94.72
High School,	94.38
Three Rivers,	94.18
Palmer,	92.79
Mason,	94.4
Shorley,	88.8
Center,	80.77

TABLE OF COST PER PUPIL, BASED ON AVERAGE
MEMBERSHIP, FOR TEACHERS, JANITORS,
FUEL AND TEXT BOOKS.

High School,	\$39.36
Shorley,	31.75
Mason,	28.10
Thorndike,	20.88
Forest Lake,	20.88
Three Rivers,	17.76
Bondsville,	15.74
Palmer,	13.99
Palmer Center,	13.99
Wire Mill,	13.45

Introduction. Since assuming the duties of my office, it has been a source of constant gratification and encouragement to me to receive the unanimous support, hearty co-operation and welcome of all those interested in school affairs. This is due not so much to any worth or worthiness of my own as to the universal desire to make our schools of the best. With such continued support and loyalty we may demand, and have a right to expect excellent results. Without such co-operation, the efficiency of this or any other school system is seriously impaired. It is my wish to meet every duty unflinchingly, to deal with all justly and equally, and to give the best there is in me to your schools.

The usual routine duties of becoming acquainted with equipment, courses of study, teachers and pupils, together with the clerical duties of my office as secretary of the committee, have occupied a portion of my time. Nevertheless the several school rooms have been visited, as their needs seemed to require, for the purpose of observation and suggestion. Occasional meetings have been held for the inspiration and improvement of the teachers. From these observations and conferences certain conclusions have been deduced, some of which I now place before you and the citizens of the town for your careful consideration.

Attendance. The tables of attendance, including the tables of tardiness and dismissals, should be sufficient in themselves to convince every thoughtful parent of the necessity of individual attention to the time lost in schools by these irregularities. If you invest money or labor in any enterprise or business you spare no energy and leave no stone unturned to secure profits rather than losses. The shrewd manufacturer figures cost to the hundredth of a cent. You have invested capital for the support of schools and you allow a portion of that capital to go to waste because you encourage or grant permission for your boy or girl to remain at home, or lose time because of tardiness or dismissal. Can you get the maximum result with the minimum cost by such business methods? No. Neither can you see the greatest improvement in your children, the young men and women of the future, by such erratic attendance. There are times when it may be right to keep the children at home, but even then, it is an injury to your boy or girl. The legitimate times for retention at home are cases of illness of the child, contagious disease in the household, very inclement weather, and death in the immediate family or home. The loss of the daily instruction of the school room results not only in a lack of intellectual development and growth, but often in discouragement and failure of promotion. These irregular habits tend to break down the moral fibre of the child because it teaches him to disregard punctuality and implicit obedience to law.

A quotation from the revised laws concerning school attendance will be found in appendix F.

Mason and Shorley. In connection with this matter of attendance I desire to bring to your notice the conditions now existing in the Mason and Shorley schools. The present enrollment in each of these schools is twelve. The average attendance about nine. This average is kept as high as this only because days lost on account of weather conditions are not counted as school days. For the teaching in these schools you pay about \$750.00 or about \$30.00 per year for each pupil who attends regularly, or several dollars more per pupil than it costs to educate them in the villages. More important than this mere money consideration is the frequency of non-attendance and irregularity in these schools, thus depriving the boys and girls of

the full benefit of their school days. During the winter term often no more than two pupils are present, and at other times, not inconsiderable, entire days and weeks are lost. While it is true that the district schools of our fathers had certain advantages over the modern graded schools, it is by no means proven that, in remote districts, with few pupils, as good results are obtained as in the carefully graded and constantly supervised central schools. In the one case the individual contact of the teacher with the pupil is overbalanced by the inspiration of numbers, the better grading and classification of the pupils, the better courses of study, and the closer supervision, to say nothing of the most important element of all, the teacher. For it is a well known fact that normal graduates and teachers of experience are not willing to teach in these secluded localities without much larger salaries than those paid in the more centrally located schools. As a consequence it becomes necessary to employ the inexperienced and untrained teacher who, many times, is merely seeking experience, or is so poor as an instructor that larger communities are not seeking her. This is not said with any spirit of criticism towards those now in charge of the schools under discussion. These two buildings, as you are aware, are not in good repair. Extensive improvements ought to be made if they are to be occupied another year. They are not well located, are poorly heated, absolutely without ventilation other than that secured by the open window, and both are without external or internal attraction save that afforded by nature. Think of the inspiration and benefit to the children who attend, could they be placed in the village schools with the pleasing surroundings, attractive walls, improved social environment, the more careful supervision, and the trained teacher. The value to the child can be expressed neither in terms of money nor by means of carefully selected words.

In the Mason district, five of the present pupils
Transportation. could reach the Palmer grammar school upon nearly every school day of the year. Two others live nearer the Palmer Center school than the Mason. The other children are obliged to travel distances varying from one to two and one-half miles.

In the Shorley district, the majority of the children are sent from three houses which are located on or near the Turnpike, and

could easily be transported to Palmer Center where they could take the electrics for the village schools. The states of the Middle West, Wisconsin, Iowa, Indiana, Ohio, have adopted transportation laws, and the farmers living in remote and widely scattered districts are not only willing to acquiesce in the movement but are urging the idea of centralized schools upon their towns. Many times large barges carrying twenty-five or more children are driven ten, fifteen and twenty miles to a carefully graded school. It would appear then that the children in the Mason and Shorley schools, living as they do in the banner state, educationally, ought to be given the opportunity and increased advantages offered in our own graded schools. In Massachusetts, transportation has been going on since 1869. The State Board of Education recently sent circular letters to the towns of the state where transportation had been tried, and of the answers received, 60 per cent said the cost was less and results better than under the old system, 15 per cent said that the cost was the same and the results were better, and 8 per cent that the cost was more and the results were better. Of the other 17 per cent, 15 per cent did not answer positively. Thus you will see that 83 per cent of the towns and districts are better satisfied with the results of transportation in our own state, even, than with the maintenance of the ungraded district schools. In view of these facts, I would suggest that these two schools be closed and the pupils transported to such other schools as are most conveniently situated for receiving such additional pupils.

Teachers' Salaries.

It is now an established custom for the larger and wealthier communities to draw from the smaller towns and villages for their teachers. During the past decade throughout the country there has been a somewhat general increase in the wages of teachers. Everywhere women are more and more in demand as wage earners. Stenography, typewriting, book-keeping, clerkships and even law and medicine, furnish abundant opportunity for the young woman to earn a comfortable wage without the nervous strain resulting from the contact with the growing child. The inevitable result of these conditions, according to the law of supply and demand, is to increase the wages of women. In our own township, we have large mills which pay the average woman nearly as much as is paid our

teachers. The average wage of women in straw shops is somewhat larger than the amount paid our regular grade teachers. In the report of my predecessor last year, you were informed of the amount left for a teacher for her clothing and incidentals. I have in my possession statistics showing that many teachers who receive \$380 or less per year are unable to properly care for themselves without the assistance of relatives, whether it be free board or other help. The woman in the mill may have had little or no education, she may not be able to read or write. Without expense to herself, she is taught the mechanical process of handling a loom or other machinery, or is taught to sew straw, etc. Some of these women receive as high as \$14 per week, according to their ability and the quality and quantity of work accomplished. When we consider that the average teacher has spent at least four years in the high school, and two or more years in a normal school or college, has been obliged to work one or more years, sometimes at a salary as low as \$300 for the fifty-two weeks or about \$5.77 per week while gaining experience, and that in our town the grade teacher receives only \$6.70 per week, while the average price of board is \$5.00. Need we be astonished at our inability to retain our best teachers for any considerable period. The average parent will concede that the care of children is nerve-wearing work, consequently one who has forty or more children under her charge for thirty-eight weeks, needs her vacations for rest and preparation. Can we not then, in order to retain our really deserving teachers, increase their salaries? Not that all should receive an increase, but those, who because of their training, experience and ability, merit it.

One of our Massachusetts superintendents says in a recent report, "The high qualifications demanded of teachers to-day make the duty of selecting properly qualified teachers, a most difficult and responsible one. If school officials fail here, they fail at a vital point.

No consideration, other than the highest good of the schools, should prompt an official in this important duty. Merit and merit only should make it possible for a teacher to receive an appointment, no matter what influences may be at work. This has been our rule, and I hope it will always be so.

The continuance of teachers in the service is another important

and responsible duty, and it, too, should be based solely on merit. No sentimental reasons, as length of service, pecuniary needs, and what not, should keep teachers in their positions who have outlived their usefulness. Far better to have the town pay pensions to such persons during their remaining natural days, than have the schools suffer."

It has been well said that the two essential elements in every school are teacher and pupil working together for the common purpose of training for the complete life. Artistic buildings, with beautiful surroundings, comfortable furniture, the best equipment and careful supervision, are merely accessories or conditions which assist the teacher and pupil in accomplishing their end. Hence it is as true to-day as in former times that "as is the teacher, so is the school." In other words a good teacher can make a good school and a poor teacher will always mean a poor school. Natural aptitude, good personality, good health, tact, culture, and irreproachable moral character are all attributes to be sought and expected in every teacher. With these, she should have love for the work, and that love for the children and humanity which seeks the highest good of mankind. In addition to all these natural qualities and attainments, we expect her to have attended a normal school or college and there acquired some knowledge of psychology, school hygiene, methods and the history of education. She must show proficiency in the branches taught. As was suggested in the report of last year, she must keep abreast of the times in her educational thought by means of periodicals, conventions, summer schools and the like. In accordance with the foregoing conditions and requirements, I hereby recommend that some provision be made for increasing the salaries of our grade teachers.

Among other matters pertaining to the government
Fire Drill. of our schools this year, we have deemed it desirable to introduce a fire drill into all the schools of the villages. Not that we expect fire, but that the pupils might become habituated to a certain form of exit so that when any emergency should arise, there would be no danger of a panic. Credit is due the teachers who have tried these drills for the order maintained and the quickness with which they have cleared their respective buildings, some having emptied the rooms of one hundred fifty pupils

in less than two minutes. Soon after introducing this system in our schools, we received a notice from the State Board of Education, urging action in this matter. It is well to remember the noble efforts of the teachers and the successful results of such drills in Fall River and other cities, where fires have occurred during school hours.

Medical Inspection. Too much stress cannot be laid upon the importance of the safety of the boys and girls. It matters not whether it be protection from fire or from impure air and disease germs. We have laid some emphasis upon the matter of cleanliness of the pupils. The teachers are expected to teach habits of order, neatness and the personal care of the health. Long ago this was recognized as one of the perquisites of a successful school. I have before me the Rules and Regulations for the public schools of Palmer, printed in 1874, in which appears this rule. "Every pupil must come to school cleanly in person and dress, and with clothes properly repaired; in case of neglect in this respect it shall be the duty of the teacher to send such pupil home to be suitably prepared." Thus it is that this matter of personal care began to be a topic of interest years ago. To-day on every hand we see school systems adopting some means of medical inspection. Owing to the rapid increase of population and to the habits and customs of many of our foreign born citizens, it would be a matter of no small moment should an epidemic of any of the contagious diseases of children break out. For a moderate expense it would be possible to provide our schools with daily or at least weekly visits from reputable physicians. They could arrange for tests of the sight and hearing of the pupils, and we might thus be able to better understand cases of slowly acting minds and promote more of the so-called dull pupils who are weak, discouraged and disheartened, either because they cannot see or hear properly, or physically are not up to their fellows. Would it not be wise to make some provision for this work when asking for an appropriation in March?

Reading. Reading is the first subject of the curriculum to engage our attention for the year. In the lower grades this subject is the "be all and end all" of our work, for unless a pupil is able to read well and grasp the thought clearly from a printed page, his future work will be uncertain and superficial.

Teachers complain that the pupils are inefficient in the upper grades in language, geography, or history because they cannot master the words and thought of the work assigned. Whether it be letters, words, objects, sentences, phonics or what not, the first year or two in school must be devoted to this more or less mechanical process. Later we apply to it the more noble end of creating a desire for the beautiful in literature. To teach the mechanics of reading has been a problem for the educational world for centuries, almost. In our own country in the old dame schools, the pupils were taught the alphabet and by means of it to spell and pronounce new words. Webster's combined speller and reader was a reputable book until into the sixties. This system was found too slow, mechanical, and cumbersome because of the complexity of the combinations of words and syllables without reference to the sounds. In the middle of the century a few daring teachers introduced the word method which was followed by, and associated with, the object method. This in turn was supplemented by the thought and pure sentence method and then a combination of the word and sentence method. Finally came a phonetic system giving to the pupils the actual sounds and values of the letters. We have endeavored by elimination and discrimination to combine the good in these several systems. Reducing the phonics to their simplest elements, we have placed in the hands of the first grade teachers sheets containing a list of such phonics as are necessary for most of the common words in our language. We do not argue that phonics alone, without skillful teaching, will accomplish results, but by means of the phonics we hope to give the child such a power over new words that he will be able to acquire the mechanics of reading in grades one, two and three. During this time we try to lay such a foundation of fairy tales, folk lore, rhymes and standard child literature that the minds of the boys and girls are ready to grapple with, and appreciate, and enjoy the best in literature as it is presented to them. During the few months we have used this system, we have found the five year old pupils pronouncing almost any word whose sounds they know. Several instances have been noted of children previously unable to articulate clearly, who are now able to read distinctly sentences within their grasp. As this whole idea of phonics is a means to the end of acquiring power over new words, we would not

dignify it to a place higher than is accorded any particular method. We ask that the committee, teachers and parents co-operate with us in making this the strongest department of our schools.

That you have a high school which stands well as
High School. a fitting and college preparatory school, reflects much credit upon the town as a whole and upon those in immediate charge of the same. It is true, however, that during the past five years, there has been a growing tendency for the boys and girls who graduate from the grammar school to enter the high even though they know that it will be impossible for them to attend the normal school or college. The inevitable result of this influx has been to lead educators to regard the high school as something more than a mere fitting school. It is a preparation for, and a part of, life. At best a small percentage of those entering high school ever reach college. Hence it becomes necessary to provide for this large number of pupils who will receive no higher education than that offered by the high school. With this in mind one easily discovers the reason for better courses in the sciences, history and English as well as the introduction of manual training and the commercial branches. With my approval the principal of our school has anticipated this in part by suggesting an additional course of study called the general course which enables a pupil to graduate with one or no foreign languages. This and the other courses are found in appendix B. I commend them to your favorable notice and recommend them for adoption.

Considering our High School as the "peoples college" and as a place where we attempt to make good citizens, it seems to me that there is little necessity for a three year course and I would suggest that in the near future such course be abolished. If it is found, that of necessity pupils must leave school at the end of the third year, grant them a certificate of accomplishment rather than give them a three year diploma.

Additional

Room Needed.

In the report of our principal, you will notice what has been accomplished by the addition of a fifth teacher and the committee should feel justified in having employed her. You will also observe the statement concerning the additional room needed. Upon careful investigation, I find that the floor space in the

present building is entirely inadequate to accommodate the number of pupils now in the building. Increase upon the present basis is out of the question. I would lay special emphasis upon the imperfect means of escape from this building in case of fire. Laboratory work is more or less liable to cause conflagration. In case fire should occur in this room, it would be next to impossible for the second floor pupils to escape without injury. At present there is little or no ventilation in the building, and what does exist is insufficient to supply any quantity of fresh air or to remove the foul air beyond the attic. The coat rooms are inadequate, and the main room and the class rooms are overcrowded. We need then, a second entrance of nearly equal capacity to the one now on Park street, increased floor space in the main room, at least two additional recitation rooms, better provision for a drawing room in the attic or elsewhere, additional coat room, better ventilation facilities and certain improvements in the basement. I would therefore suggest that immediate and active measures be taken to relieve this condition. An addition to the present building would seem to me the most economical arrangement.

Following is the report of the principal of the high school to which I now call your attention.

Report of the Principal of the High School.

To the Superintendent of Schools of the Town of Palmer:

The Principal of the High School presents herewith his fourth annual report.

The beginning of the current school year brought the High School face to face with several problems, some of them serious, but all such as are likely to arise in the life of any growing educational institution. First, the resignation of the three regular assistants, Misses Kingsley, Sadler and Hyde, made necessary the organization of a new faculty composed, with a single exception, of new teachers wholly unacquainted with the school and its work. In the re-election of Miss Genevra F. Clark, a graduate of the High School and a former teacher, and in the election of Misses Julia Davis and Maisie B. Whiting, the positions left vacant were wisely and successfully filled.

Increased Attendance.

But the steady increase in attendance during the past three years had made our teaching force wholly inadequate. The present school year opened with an attendance of 123 pupils, showing an increase of 18 over last year's enrollment and a gain in the past three years of 48 pupils or about 64 per cent. During this time no increase had been made in the number of teachers employed. For the first two months of the present school year three classes had to be omitted because every teacher was already teaching as many periods as could be reasonably and profitably expected. The freshman class had become so large that it was found necessary to separate it into two divisions for recitation purposes, and the same condition of affairs had begun to threaten in the sophomore class. Moreover, it became necessary for the Principal to devote much more of his time than heretofore to disciplinary and clerical work.

**Additional
Teacher.**

Recognizing the insufficiency of our teaching force the Committee added to its number Miss Sue E. MacWilliams, a graduate of Mount Holyoke College, who has charge of a large part of our mathematics, and is proving herself in every way a successful teacher.

The department of Drawing, which suffered from two resignations within a comparatively short time naturally had its work somewhat retarded, but at present under the able conduct of Miss Florence Tarbell it is assuming its normal condition.

The present crowded condition of the High School building presents a serious additional problem which has already been brought to your attention and to that of the general public and needs no emphasis in this report.

**Course
of Study.**

I transmit herewith a revision of our courses of study which has been prepared with the advice and consent of the Superintendent of Schools, and I recommend it to the School Committee for their approval. The aim in its preparation has been to give a somewhat wider range of elective studies especially during the latter years of a pupil's course, and also to provide a General Course as broad as possible in its character for pupils who are unable to go to college. The Classical Course and the Latin and Modern Language Course contain all the requirements for college preparation.

This schedule represents the introduction of but three new subjects and can be managed without increasing our present force of instructors.

In closing I would extend to all who have assisted in making the work of the High School a success and especially to the Superintendent and School Committee my sincere thanks.

Respectfully submitted,

FRED WILDER CROSS, *Principal*.

PALMER, Feb. 6, 1905.

**Music and
Drawing.**

In every well organized community increased interest attaches to the subjects of music and drawing. Both appeal to the finer sensibilities and instincts of mankind. In this matter of appreciation of the beautiful, the American has been too busily engrossed in the cares of the

strenuous life to find time and leisure for such enjoyment. The common Italian who works in the ditch for \$1.25 per day and lives almost in uncleanness can teach us lessons in this regard. Not long ago an American artist, who spoke Italian, engaged in conversation with an Italian laborer who was employed by him on his farm. As the conversation continued the Italian said, "Signor, do you remember the beautiful city of Naples with the bright sky overhead, the hazy blue mountains behind, and the glorious blue of the Bay of Naples beneath?" The artist was surprised and felt only too keenly the apparent lack of artistic appreciation in his fellow countrymen, the Americans. Situated as we are along the valley of the grand old Connecticut, with the three rivers winding at our feet, the many hills rising above our heads, shall we not pause, reflect, and drink in the beauty of it all? The harmony of the even flowing river, the coloring of the hills at sunset, the gentle sighing of the winds through the trees, do these escape us? If for no other purpose than just this appreciation of things beautiful, you have done well to employ special teachers in these subjects.

Owing to the two changes in our drawing supervisors, it has been impossible to secure the best results, nevertheless the regular teachers have done faithful work and this department has not suffered seriously. Under the efficient instruction of our present supervisors we expect to see constant and lasting improvement in these departments, and direct your attention to the reports of these teachers.

Mr. R. J. Fuller, Superintendent of Schools :

The annual report of the work in music is herewith presented for the year 1904.

The methods of work have been so similar to those previously reported, that it is unnecessary to describe them.

The happy results obtained in chorus work have been especially gratifying. The introduction of music readers in the third and fourth grades has made concert work in these grades very profitable. Songs have been studied with special reference to interpreting expression marks, thus securing artistic renderings even with young children. In the grammar grades the quality of the chorus work has advanced most encouragingly. Two, three and four-part songs are mastered

with little difficulty. In selecting the work, for every day as well as for public programs, great endeavor is made to present only the best in music.

Several times during the year pupils have given concerts in their assembly halls. Each school presents a song or group of songs for the other's enjoyment. Kindly criticisms are interchanged which are mutually helpful. The interest taken in these days shows how much the plan may be enlarged for the coming year.

It is my opinion that if thorough individual work is done in the first three grades, the results in the grammar grades will almost take care of themselves. During this past year much time and drill have been given to the backward pupils in these first three grades. The teachers have labored most conscientiously in and out of school hours with the slow pupils to perfect the problems allotted to these years. Their patient efforts are bearing fruit, and next year's fourth grades will be better prepared than heretofore to begin intelligent grammar work.

At the present time half the music period is spent in individual work, half in chorus drill. Pupils are singing songs individually as well as exercises. This practice gives opportunity for tone drill, clear enunciation, and the correcting of personal faults, such as nasal singing, slurring, etc.

Some written work has been accomplished in the grammar grades. This includes tone and time-perception tests, transpositions in keys and time, dictation lessons in writing chromatics and building scales.

The teachers have been untiring in their efforts to secure the expected results. Their faithfulness is always an inspiration to me. I wish to express my appreciation for the great interest shown in my department by the grammar and high school principals. Their loyalty and help give a dignity to the work which otherwise could not be obtained.

My thanks are due you and the school board for your help and generosity.

Respectfully,

JOANA V. CANTWELL,

Supervisor of Music.

February 10, 1905.

Mr. Robert J. Fuller, Superintendent of Schools :

My term of service as Supervisor of Drawing in the Palmer schools has been so brief, scarcely two months, that it is impossible for me to report in full. I wish to say, however, that there has been most excellent instruction in this branch of the school curriculum. The results obtained already show thoughtful and conscientious study of the subject on the part of my predecessors.

There has been a change made in regard to visiting the various buildings, in order to give more time in the upper grade rooms. Now a visit is made to each school, except Mason and Shorley, once in two weeks. By this means, Thorndike and Three Rivers, as well as Bondsville and Palmer Depot have a morning visit from the supervisor, and Wire Mill, Palmer Center and Forest Lake, where owing to the number of grades the teachers need more help, can receive much more attention than has been possible with the previous schedule.

The work will probably follow much the same lines as in previous years.

September and October—Drawing and painting of flowers and fruits.

Aim—Appreciation of beauty in form and color.

November and December—Ruler work—Christmas gifts.

Aim—Accuracy of eye and hand.

January and February—Object drawing and perspective principles.

Aim—Training of powers of observation.

March and April—Design.

Aim—Development of creative faculty.

May and June — Drawing and painting of flowers, grasses, etc.

There will be much illustrative drawing in the lower grades, for it is generally considered that nothing is so valuable a means of development for little children as free expression of their ideas. I am preparing a course of study for the High School, but it is not yet in form to be presented. It follows in its main lines the course outlined above, but naturally calls for much more advanced work. In this connection I wish to say if some form of manual training could be given to the eighth and ninth grade, and the High School boys it would be an excellent thing. Wood-working, metal work, bent-iron are all possible. An expensive equipment is not necessary

for this sort of work, as fully as much is gained from simple materials.

In closing I wish to say a word in appreciation of the kindness and courtesy with which the Palmer teachers have received me, and to express my gratitude for their helpfulness.

Respectfully,

FLORENCE L. TARBELL,

Supervisor of Drawing.

February 10, 1905.

The School Program.

One of the topics of our teachers' meetings has been, The School Program, its scope and the time allotment. Those interested in this part of our work will find the schedule of study values or time allotments in appendix G. You will notice that in the lower grades, the most stress is laid upon the subject of reading, while in the upper grades, mathematics, history, language and geography occupy the major part of the child's time. It is suggested that the daily program in each room be so arranged as to have the recitations in those subjects requiring the greatest mental activity occur at the time when the child's nervous energy is at its highest point. Such times are immediately upon the opening of school and after recess or recreation periods. With this schedule as a guide, the programs have been arranged with more skill. An undue amount of time is not given to any one topic, and the result will be a better all around growth of the child's faculties. In the near future, we hope to re-arrange the courses of study for the grades so that they may be better adapted to this time allotment and better meet the needs of our schools.

Conclusion.

In this report some of the possibilities for the general improvement of your schools have been outlined. Nor are these the only problems which may confront us. Increased numbers in the Depot village will necessitate the opening of another room there, making possible a better grading of the pupils. The Wire Mill School is still crowded. This may mean a second teacher in that building. There

seems to be a need for more careful attention to the matter of truancy and the observance of the school laws. The Bondsville building should be fitted with electric lights. The Thorndike building would be improved by additional eaves troughs, by whitewashing the basement and by some changes in the entrances to the basements. These matters, together with the recommendations for the increasing of the salaries of the grade teachers, for the additional accommodations at the High School, for the closing of the Mason and Shorley Schools and for some sort of medical inspection, merit the attention of every citizen. In so far as circumstances permit, immediate action should be taken thereon.

To any and the educational forces, which have in the slightest degree aided me in my work or which have helped to increase the efficiency of the schools, I extend my sincere gratitude.

Respectfully submitted,

ROBERT J. FULLER,

Supt. of Schools.

Feb. 14, 1905.

Appendix A.

SCHOOL ORGANIZATION.

MARCH 1, 1905.

SUPERINTENDENT.

Year elected.		Salary
1904	Robert J. Fuller,	\$1,700.00

HIGH SCHOOL.

1901	Fred Wilder Cross, Principal,	1,400.00
1904	Genevra F. Clark, Latin and Greek,	600.00
1904	Julia A. Davis, Science,	550.00
1904	Maisie B. Whiting, French and English,	450.00
1904	Sue E. Mac Williams, Mathematics,	475.00

PALMER GRAMMAR SCHOOL.

Name and Grade.

1904	Clifton H. Hobson, Principal, Grades VIII and IX,	608.00
1900	Elizabeth I. Heenehan, Grades VII and VIII,	380.00
1903	Susan E. Goodwin, Grade VI,	380.00
1903	Mabel E. Ryther, Grades IV and V,	380.00
1902	Katharine E. Shea, Grades III and IV,	380.00
1902	Sarah E. Harrison, Grade III,	380.00
1899	M. Eloise Stone, Grade II,	380.00
1896	Annie E. Tucker, Grade I,	380.00

THORNDIKE GRAMMAR SCHOOL.

1891	Katharine M. Twiss, Prin., Grades VIII and IX,	608.00
1897	Minnie V. Andrews, Grades VI and VII,	380.00
1890	Annie E. O'Connor, Grades IV and V,	380.00
1904	Marian Sands, Grades II and III,	380.00
1874	Mary E. Murdock, Grade I,	380.00

THREE RIVERS GRAMMAR SCHOOL.

1904	Henry D. Furbush, Prin., Grades VII, VIII and IX,	\$608.00
1896	Lucy B. Twiss, Grades V and VI,	380.00
1903	Ellen F. Glynn, Grades III and IV,	380.00
1903	Jennie C. Roche, Grades II and III,	380.00
1902	Lula C. Vaille, Grade I,	380.00

BONDSVILLE GRAMMAR SCHOOL.

1894	Jennie C. Twiss, Prin., Grades VII, VIII and IX,	608.00
1904	Lucille M. Dunton, Grades V and VI,	380.00
1890	Cora B. Clark, Grade IV,	380.00
1903	Maude Connor, Grades II and III,	380.00
1900	Helen C. Farnsworth, Grade I,	380.00

PALMER CENTER SCHOOL.

1901	May E. Mahoney, Grades I to V,	342.00
------	--------------------------------	--------

FOREST LAKE SCHOOL.

1897	Jennie M. Day, Grades I to VI,	342.00
------	--------------------------------	--------

WIRE MILL SCHOOL.

1901	Julia G. Daley, Grades I to V,	380.00
------	--------------------------------	--------

SHORLEY SCHOOL.

1902	Marie Prindiville, Grades I to VII,	308.75
------	-------------------------------------	--------

MASON SCHOOL.

1904	Gertrude Marson, Grades I to VII,	304.00
------	-----------------------------------	--------

DRAWING.

1904	Florence Tarbell,	480.00
------	-------------------	--------

MUSIC.

1897	Joana V. Cantwell,	400.00
------	--------------------	--------

COURSE OF STUDY FOR PALMER HIGH SCHOOL.

LATIN AND MODERN LANGUAGE			GENERAL.		ENGLISH.	
			FRESHMAN YEAR.		FRESHMAN.	
CLASSICAL.	FRESHMAN YEAR.	120 200 200 200	English I, Ancient History, Latin I, Algebra,	English I, Ancient History, Latin I, Algebra,	English I, Science, Arithmetic and Bookkeeping, Algebra,	120 200 200 200
	SOPHOMORE YEAR.	80 120 200 200 200	English II, Medieval and Modern History, Plane Geometry, Latin II, French I,	English II, Medieval and Modern History, Plane Geometry, Latin II, } Choose two French I, } Biology.	SOPHOMORE YEAR. English II, Commercial Geography, Plane Geometry, Biology, English History, American Colonial History,	80 120 200 200 200 200 80
	JUNIOR YEAR.	160 200 200 200	English III, Latin III, French II, English History and American Colonial History, Chemistry, Physics,	English III, English History, American Colonial History, Latin III, French I, } Choose two French II, } Chemistry,	JUNIOR YEAR. Omitted in the English Course.	160 120 80 200 200 200 200
	SENIOR YEAR.	160 200 200 200	English IV, Latin IV, French III, Chemistry, Physics, American Constitutional History, Civics and Economics, Sol. Geom. and Trig., Review Mathematics,	English IV, American Constitutional History, Civics and Economics, Latin IV, French III, Physics, } Choose two Sol. Geom. and Trig., } Review Mathematics,	SENIOR YEAR. English IV, American Constitutional History, Civics and Economics, } Choose two French I, } Physics, } Chemistry, } Review Mathematics,	160 80 120 200 200 200 200

ADDENDA TO THE REVISED COURSE OF STUDY.

Pupils may select their own courses from the accompanying list with the consent of their parents and the approval of the principal.

Pupils intending to go to college should choose the studies of the Classical or of the Latin and Modern Language Course. Those preparing for an institute of technology or for a normal school should select either the Latin and Modern Language or the General Course. In every case they should pay especial regard to the requirements for admission to the institution for which they are preparing.

No classes will be formed among Freshman, Sophomore or Junior pupils, except in Greek, consisting of less than six members.

Pupils will not be allowed to change from one course to another without the consent of their parents or at any other time than at the beginning of a school year.

Music and Rhetoricals are required of all pupils.

Drawing is required of all Freshmen. It is optional during the remaining years of the course.

During the school year 1905-1906 the following variations from the course of study will be allowed: Pupils who have already taken English History may take Mediæval and Modern History in its place.

Seniors who have already taken American History and Civics may take Economics as an extra study in the spring term, if they so desire.

English Course Seniors who have already taken French I, will be allowed to take French II, if they wish to do so.

Appendix C.

PALMER HIGH SCHOOL.

GRADUATING EXERCISES.

Thursday evening, June twenty-third.

Opera House.

ORDER OF EXERCISES

Processional.

ORCHESTRA

Music. "See Our Oars "

Stevenson

HIGH SCHOOL

Salutatory. "Calhoun and the American Constitution"

HOWARD ALBERT COLLIS

Music.

ORCHESTRA

Essay. "Witchcraft in the Bay Colony "

LIZZIE BELLE HERRAN

Music. "Night, Lovely Night "

Berger

HIGH SCHOOL

Essay. "Woman's Work in the War "

GRACE AUGUSTA THOMPSON

Music.

ORCHESTRA.

Essay. "The Burr Conspiracy "

CATHERINE CECELIA MORIARTY.

Music. "Sleep, Lady, Sleep "

Bishop

HIGH SCHOOL

Valedictory. "The Victorian Era "

HATTIE MAY SENTON

Music.

ORCHESTRA

Presentation of Diplomas

MR. ROSCIUS C. NEWELL

"America "

Nos Proficiamus.

CLASS OF 1904.

FOUR YEARS' CLASSICAL COURSE.

Mary Loyola Zita Baldwin.

Kate Thompson Matthews.

Grace Augusta Thompson.

FOUR YEARS' LATIN SCIENTIFIC COURSE.

Winthrop Atherton Cummings.

Lizzie Belle Herran.

Catherine Cecelia Moriarty.

Hattie Mae Senton.

THREE YEARS' ENGLISH COURSE.

Edwin Augustus Buck.

Howard Albert Collis.

Lena Mae Lavene.

Nellie Gertrude Monahan.

Appendix D.

GRAMMAR SCHOOL GRADUATES.

CLASS OF 1904.

PALMER.

*Ethel May Blandamer
*Marjorie Luana Buck
*Mildred Elissa Caryl
*Gertrude Frances Davis
*Ethel Eliza Day
*Philip Donald Doherty
*Thomas Edwin Duffy
*Perley Monroe Emery
Florence Emeline Goodes
*Daniel William Harrington
*John Charles Harrington
*Bernice Hart
*Charles Henry Hellyar
Mae Holt
*Martin, Thomas Huggard, Jr.

*Elsie Evelyn Kendall
*Maude Julia LaSalle
Earl Hoit Manter
*Elsie Jewel Micott
*Daniel Monahan
Albert Henry Remington
*Sophia Emily Rice
*Daisy Emily Richards
*Hazel Estella Stebbins
*Elsie Birdetta Stevenson
*Silas Newton Stimson
*Harry Thompson
*Jennie Todd
Nettie Ellen Trumble
*Joseph Woodard

THORNDIKE.

*Margaret E. Casey
James F. Clark
*Philip E. Fuller

*James M. Holden
*Mary A. Moran
Margaret M. Smith
*John Sullivan.

BONDSVILLE.

*Alice A. Bond
*David Belisle
*Eva Carmody
*Minnie Collins
*Michael Collins
*Annie M. Collis

*Burt S. Collis
*Warren F. Fisherdict
*Bridget Griffin
William J. Magee
*Patrick M. Moriarty
*Nelly Sullivan

THREE RIVERS.

Alphonse Charles Abare
Jessie Currie Bruce
*Samuel Cole
*Edith Adelaide Fillmore
Jennie Lucy Geer

*Clarence Napoleon Lupien
*Albert Roscoe Jenks
*Rachel Anna Shaw
*William Charles Tannebring
*Nellie Lucy Twiss

Those whose names are starred entered the high school.

Appendix E.

ROLL OF HONOR.

Pupils neither absent nor tardy during the year.		Pupils not absent during the year.
---	--	---------------------------------------

HIGH SCHOOL.

Nellie G. Monahan.
Lillian Fenton.
James Fitzgerald.
Clinton D. Frame.

Maude M. Wilson.

PALMER GRAMMAR.

ROOM 1.

Elissa Caryl.
Thomas Duffy.

ROOM 2.

Susan Barlow.
Grace McDonnell.

Henry Levoie.	ROOM 3.	
Isabelle Darling.	ROOM 4.	Edward Brouillette.
James Milton.	ROOM 5.	
Katherine Burns.		
	ROOM 6.	Castle Milton.
	ROOM 7.	
Mollie A. Barton.		
Marie V. O'Connor.		
	ROOM 8.	Bennie J. Perry.
Louise McDonnell.		

BONDSVILLE.

Grace Duston.	ROOM 1.	
	ROOM 2.	
John Costello.		
	ROOM 5.	
Bertha Ramsden.		

THREE RIVERS.

Edith A. Fillmore.	ROOM 1.	
Frances E. Hartnett.		
Albert R. Jenks.		
Margaret Riddle.		
	ROOM 2.	Mary Fillmore.
Mary Smart.		
Elizabeth Riddle.		
Edith Rogers.		
William Fenton.		
Daniel Horgan.		
Matthew Horgan.		
Thomas Ritchie.		
John Cole.		
	ROOM 3.	
Francis Horgan.		
Wells Ruggles.		

THORNDIKE.**ROOM 1.**

Margaret E. Casey.
 Marcella G. Sargent.
 Ruth Trumble.

ROOM 2.

John McKenzie.

ROOM 3.

Jennie Beveridge.
 Frank Loftus.

CENTER.

Mildred Trumble.

SHORLEY.

Henry St. John.

WIRE MILL.

Julia G. Daley.

Edla Barsalow.

Appendix F.**LAWS REGULATING SCHOOL ATTENDANCE.**

I "Every child between 7 and 14 years of age shall attend some public day school, or an approved private school, in the town or city in which he resides during the entire time the public day schools are in session."

"For the purpose of the preceding section, school committees shall approve a private school only when the instruction in all the studies required by law is in the English language, and when they are satisfied that such instruction equals in thoroughness and efficiency and in the progress made therein the instruction in the public schools in the same city or town."

"Any person having under his control a child between 7 and 14 years of age who fails for five day sessions or ten half-day sessions within any period of six months while under such control, to cause such child to attend school as referred above, the physical or mental condition of such child not being such as to render his attendance at school harmful or impractical, shall, upon conviction, forfeit and pay a fine of not more than \$20.

II "Every habitual truant, habitual absentee or habitual school offender, upon conviction, may be committed, if a boy, to the County

Truant school or to the Lyman School for Boys, and if a girl to the State Industrial School for Girls."

III "No child who has not been duly vaccinated shall be admitted to a public school except upon presentation of a certificate signed by a regular practicing physician that such child is an unfit subject for vaccination."

"No child who is a member of a household in which a person is sick with smallpox, diphtheria, scarlet fever or measles, or of a household exposed to contagion from a household as aforesaid, shall attend any public school during such sickness or until the teacher of the school has been furnished with a certificate from the Board of Health of the town or city, or from the attending physician of such sick person, stating in a case of smallpox, diphtheria or scarlet fever, that a period of at least two weeks, and in a case of measles a period of at least three days, has elapsed since the recovery, removal, or death of such person, and that danger of the conveying of such disease by such child has passed."

IV "No child under 14 years of age shall be employed in any factory, workshop or mercantile establishment."

"No child under 16 years of age shall be employed in any factory, workshop or mercantile establishment, until he has secured from the superintendent of schools, or from a person authorized by him, an age and schooling certificate. Such child must present an employment ticket from the intending employer when he applies for the age and schooling certificate."

"The father or mother, if living, must accompany the child, to sign the certificate of age; if neither the father nor mother are living, the guardian or custodian."

"Proof of correct age must be furnished if the age certificate does not agree with the school census."

(When the child is of foreign birth and is not accompanied by either parent, a duly authorized certificate of birth will be required.)

V "Whoever willfully and maliciously or wantonly and without cause, destroys, defaces, mars or injures a schoolhouse, church or other building erected or used for purposes of education, or religious instruction, or for the general diffusion of knowledge, or an outbuilding, fence, well, or appurtenances of such schoolhouse, church, or other building, or furniture, apparatus, or other property belonging

to or connected with such schoolhouse, church, or other building, shall be punished by a fine *not exceeding five hundred dollars*, or by imprisonment in the jail *not exceeding one year*."

VI The last regular session prior to Memorial Day or a portion thereof shall be devoted to exercises of a patriotic nature.

VII. "The Superintendent of schools or teachers acting under his authority may excuse cases of necessary absence."

Unless otherwise instructed, teachers are authorized to excuse, as necessary, absence :

- (1) Due to child's own sickness.
- (2) Due to contagious disease in household.
- (3) Due to *very* inclement weather.
- (4) Due to death in the immediate family.

But they will not legally excuse absence due to :

- (1) Failure to file certificate of vaccination or exemption therefrom.
- (2) Failure of parents or other responsible parties to provide necessary clothing.
- (3) Desire of parents to utilize the labor of the child.
- (4) Failure to enter school promptly when changing schools.

"NO-SCHOOL" SIGNAL.

The signal is given by direction of the Superintendent of Schools.

The School Committee has adopted the following regulations respecting the "no-school" signal :

The "no-school" signal, when given at eight o'clock a. m. indicates that there will be no morning session in grades 1, 2 and 3.

When given at 8.30 a. m. indicates that there will be no school in all grades.

When given at 11.45 a. m., indicates that there will be no afternoon session.

The "no-school" signal in precinct A will be given on the fire alarm by three strokes of the bell twice repeated, making nine strokes in all, thus : * * * * *

In the other precincts the "no-school" signal will be given by three blasts on the steam chime whistles, each blast from 3 to 5 seconds duration, a pause between each blast of from 3 to 5 seconds, thus : — — —

The "no-school" signal does not effect the high school ; sessions are held there every school day.

Appendix G.

Column one in each grade, indicates the total number of periods per week for all divisions in a given grade.
Column two indicates the length of each period in minutes.
Column three indicates the total number of minutes per week in each subject.

*1% Year,

Grades one and two are separated into 3 divisions in Reading, Language and Arithmetic.

Grade 3 is separated into 2 divisions in Reading, Language and Arithmetic.

Grades 4 to 6 are separated into 2 divisions in Reading, Language, Arithmetic and Geography.

Grades 3 to 5 History is included under Language and Reading.
Grades 1 to 9 Physiology included under Science.

In rooms with two or more grades each grade should be treated as a division. In such cases the

g, Science, etc., may be taken together. This table is not absolute but should be approximated.

